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ABSTRACT

Many states are beginning to notice discontinuities in policy between the K-12 and higher education systems. One approach to easing the high school to college transition is to establish postsecondary enrollment options (PSEO) programs. Currently, 32 states have laws or recently have passed legislation to establish and govern PSEO programs. The benefits of such programs include that they provide more course options and offer more challenging courses to students during their last 1 or 2 years of high school. In addition, the programs decrease the cost of college by allowing high school students to get a head start on their coursework. There are a number of challenges associated with these programs, including student readiness, funding, and administration difficulties, as well as the assertion by some that PSEO programs remove the top students from the high schools. The National Conference of State Legislatures conducted data on program components, focusing on eligibility, program structure, funding and financial aid, institutional accountability, and addition policies about PSEO programs. A look at recently introduced state legislation indicates that PSEO programs continue to be a widely used method in the United States to align K-12 and higher education systems more adequately and to ease the transition from high school to college. Eleven appendixes summarize state legislation in various areas in chart form. (SLD)

Postsecondary Enrollment Options Programs

Demarée K. Michelau

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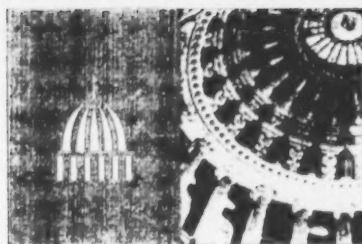
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ANALYSIS OF STATE ACTIONS ON IMPORTANT ISSUES

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Postsecondary Enrollment Options Programs

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Introduction

Now that 49 states have adopted statewide academic standards in an effort to increase student performance and adequately prepare students for postsecondary education, legislatures across the country are realizing the effects of the policies they have established. In general, the standards movement has focused on K-12 requirements and high school graduation. However, since companion reforms generally have not yet taken place at the postsecondary level, many states are now beginning to notice discontinuity in policy between the K-12 and higher education systems.

This discontinuity is manifested in many different ways. For instance, because what is expected of students on college placement examinations typically does not align with K-12 standards, students often meet the high school requirements but are not adequately prepared for college coursework. These students then must enroll in developmental or remedial classes when they enter college, despite their success in high school. Since remedial classes typically do not count toward college graduation, students have a reduced chance of graduating in four years and, ultimately, will pay more for their college education. Similarly, some contend that, despite this perceived lack of student preparation, the senior year in high school is "wasted" because students are not challenged once they have met the high school requirements and have been accepted into college. Under the current structure, the effects of this lost year are magnified as students make the transition from high school to college. This chasm also has led to a perceived breakdown in teacher preparation. There is now a public perception that higher education either does not adequately prepare teachers to teach to the high standards expected of elementary and high school students or that the schools of education are inadequately preparing them to meet the needs of the K-12 system.

The increasing interest in K-16 reform—or the movement toward a seamless education system at the state level—shows that legislatures are interested in addressing the emerging issues associated with this discontinuity. One strategy for linking the K-12 and higher education systems is for state legislatures,

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education agencies and school districts to create ways for students to more easily make the transition from high school to college. Some of the primary methods include the following.

- Advanced Placement (AP)—This program, established by the College Board, gives students an opportunity to take college-level courses and national examinations while still in high school. If a student achieves a minimum score on these examinations, he or she may be awarded college credit, depending on the requirements of the postsecondary institution.
- The College Level Examination Program (CLEP)—Also created by the College Board, CLEP is a credit by examination program that allows students to earn college credit or take an examination to place out of certain entry-level courses.
- International Baccalaureate—Under this program, highly motivated high school students may enroll in a rigorous curriculum and pass a national exam to receive advanced standing upon entering college.
- Tech-Prep (2 + 2)—This federally funded program offers to high school students courses that typically are in the professional or technical fields and are designed to reduce duplication between high school and college.

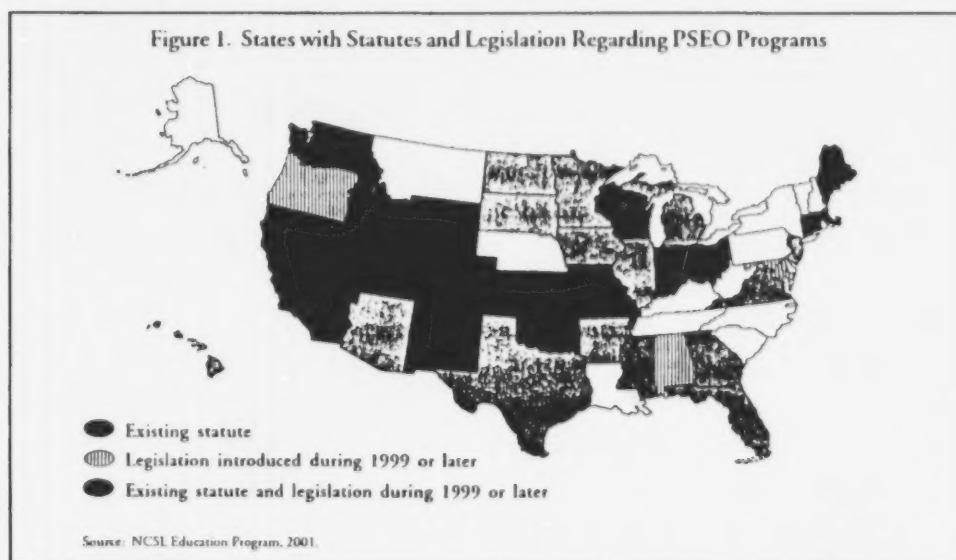
Another approach to easing the high school to college transition is to establish postsecondary enrollment options (PSEO) programs, sometimes called dual enrollment or concurrent enrollment programs. Defining these terms is somewhat challenging because states do not have consistent definitions of dual and concurrent enrollment. For instance, Arkansas defines dual enrollment as the enrollment of a high school student in postsecondary education for college-level credit exclusively and defines concurrent enrollment as the enrollment of a high school student in postsecondary education for high school credit and college-level credit. Under Florida law, however, a student enrolled in postsecondary instruction that is not creditable toward the high school diploma is not classified as a dual enrollment student and does not fall under the program guidelines. Although the specific components may vary, PSEO programs are designed to allow high school students to enroll in and earn credit for college-level coursework while they still are in high school.

One approach to easing the high school to college transition is to establish postsecondary enrollment options (PSEO) programs.

PSEO programs are created through state legislation, agency policy, institutional initiatives or other types of agreements. This state legislative report specifically focuses on those PSEO programs that are created through statutes and legislation. In addition, it discusses selected state policies and recent legislative action.

Postsecondary Enrollment Options Programs

Currently, 32 states have laws or recently have passed legislation to establish and govern PSEO programs (see figure 1). The benefits of these programs include that they provide more course options and offer more challenging courses to students during their last one or two years of high school. By providing a challenge to students, the programs may help to alleviate boredom and may provide motivation. Additionally, the programs decrease the cost of attending college by allowing high school students to get a head start on their coursework. They also provide students with a preview of college, which may better prepare them for success once they are enrolled as full-time students.



Despite the many benefits of these programs, states face several challenges when creating and implementing PSEO programs.

- First, students may not be ready academically or emotionally for college-level work, and PSEO programs can set them up for failure. If there is a high rate of student failure

in these courses, the PSEO programs can cost the state money, particularly in states where the state or district pays for such courses. To prevent high school students who are not ready for the academic rigor of college from failing in these programs, states often specify minimum eligibility requirements for participation.

- Second, there are inherent funding difficulties in that the state must create a mechanism for determining how to pay the per-pupil allotment to the district, while still compensating the postsecondary institution for offering courses to juniors and/or seniors. Several states address this issue in statute in order to avoid simultaneously paying the district and the postsecondary institution.
- Another challenge is efficient administration of PSEO programs, since typically they require cooperation between the school districts and postsecondary institutions. Because formal structures to foster cooperation usually do not exist, these relationships often are distant, sometimes making cooperation and agreement difficult.
- Finally, some district and school officials assert that these programs remove the top students from the high schools, leaving a void in the student population, especially in the more challenging classes and extracurricular activities.

Most states have programs that are designed to assist students in making the transition from high school to college.

Overview of Current Programs

Despite some of the challenges associated with PSEO programs, most states have programs that are designed to assist students in making the transition from high school to college. Minnesota was one of the first states to create a postsecondary enrollment options program. Established in 1985, this program gives high school juniors and seniors an opportunity to take postsecondary classes at the state's expense. Six percent of the state's public school juniors and seniors took courses at postsecondary schools through the PSEO program in 1994-1995 (when data were last analyzed). Except at technical colleges, the participants generally received higher grades during this time than regularly admitted postsecondary students.

Washington's *Running Start* program, created by the Legislature in 1990, allows 11th and 12th graders to take college-level courses at district expense at Washington's community and technical colleges and baccalaureate institutions. More than 13,000 high school stu-

dents participated in the 1999-2000 school year, saving students and their families more than \$12 million in college tuition costs by reducing the amount of time they spend in school.

State Activity

Minnesota and Washington are only two examples of PSEO programs created by state legislatures. To catalog and examine the number and scope of these programs, NCSL conducted a search of statutory requirements and legislation. Specifically, data were collected on several policy components of these programs and policies were categorized into five main groups.

- **Eligibility**—Policies that define which students are qualified to participate in PSEO programs.
- **Program Structure**—Policies that explain how the program functions and the responsibilities of the schools, institutions and students.
- **Funding and Financial Aid**—Policies that specify who pays for the courses taken within PSEO programs and associated financial aid that often is available to students.
- **Institutional Accountability**—Policies that establish procedures and requirements for institutions to be held accountable for student and program success.
- **Additional Policies**—Policies that are less common types of laws regarding PSEO programs, including, for example, absolving school districts from the responsibility of providing transportation to the postsecondary institutions, requiring school districts to provide all students with information about the programs, and provisions regarding non-public school and home-schooled students.

Minnesota and Washington PSEO programs were created by the states' legislatures.

Eligibility

Twenty-seven states have statutes describing which students are eligible to participate in PSEO programs (see appendices A and D). In most cases, statutes specify a minimum grade level (often either grade ten or grade eleven) and identify certain general academic

requirements for students to be enrolled in the program. Four states—Florida, Hawaii, Michigan and Mississippi—require a specific test to determine whether a student may participate in dual enrollment. For example, Michigan students must achieve a state endorsement in all subject areas—mathematics, science, communication arts and social studies—of the Michigan Educational Assessment Program (MEAP) High School Test. If the student has not achieved endorsements in all areas, the student is eligible to take courses only in the areas in which he or she has achieved endorsement. Similarly, to be eligible for Mississippi's dual enrollment program, a student must have a minimum ACT composite score of 21 or the equivalent SAT score. Most states, however, allow school districts and postsecondary institutions to determine the specific eligibility requirements.

Program Structure

Most states allow school districts and postsecondary institutions to determine specific eligibility requirements.

Of the 32 states that have state laws regarding PSEO programs, nearly all—30—specifically address how the program should be structured and provide program guidelines. Thirty states specifically address in statute whether a student may earn high school credit, college credit or both (see appendices A and E). Sixteen states—Arkansas, Florida, Georgia, Indiana, Iowa, Massachusetts, Missouri, New Jersey, North Dakota, Ohio, South Dakota, Texas, Utah, Virginia, Washington and Wyoming—allow students to earn both high school and college credit. High school students in Idaho and Michigan are allowed to earn high school credit, college credit or both, but they must designate which type of credit they prefer when they enroll in the course. Although they also must designate the type of credit they seek, high school students in Minnesota and Wisconsin must choose between high school and college credit, and Ohio students are allowed only to choose either college credit or high school and college credit.

Arizona, Connecticut and North Dakota take yet a different approach. Their laws do not specify what type of credit a student may earn. Instead, the laws indicate that a class worth three credit hours at the postsecondary level is equivalent to a full-semester high school course.

Seventeen states mandate that PSEO courses count toward high school graduation requirements, but in Washington and Wisconsin, the school board determines whether the credit is applicable toward graduation.

Funding and Financial Aid

Most states that have mandated or permitted PSEO programs through statute also have legislated whether the state, district or student pays the tuition for these courses (see appendices B and F). In most cases, the state or school district pays the tuition for students who take college courses while they still are in high school.

- In Georgia, the Department of Education maintains a Postsecondary Dual Credit Program Grants Account funded by the General Assembly, which pays eligible postsecondary institutions the actual costs of tuition, materials and fees that are directly related to the approved courses.
- Texas junior colleges may waive the tuition fee for students who receive joint credit. However, even if the junior college waives tuition, the contact hours still are used to determine the junior college's proportionate share of state money appropriated each year. If state funding is appropriated to both a school district and a junior college, the commissioner of education and the commissioner of higher education must find a way to identify and eliminate duplication of state funding.
- Wisconsin school districts pay the college or university the determined amount as long as the course taken for high school credit is not comparable to a course offered in the district.

In most cases, the state or school district pays the tuition for students who take college courses while they still are in high school.

However, in five states—Arkansas, Hawaii, Kansas, Mississippi and North Dakota—state legislatures have mandated that the students must pay their own tuition and associated costs, including, for example, textbooks and materials. Specifically, Arkansas defines a concurrent enrollment program as “an alternative delivery system of college courses,” and therefore places the burden of paying tuition for postsecondary courses on the student.

Three states—Colorado, Florida and Iowa—have created financial incentives for students to successfully complete courses under the state's respective PSEO program (see appendix B). Upon dually enrolling, Colorado students must pay the amount of tuition to the postsecondary institution; then, once the student passes the postsecondary course(s), the school district reimburses the students' tuition costs.

As with other programs designed to ease the high school to college transition, access for all students to PSEO programs is often a concern. In states that either require participating students to pay the cost of tuition or even pay the tuition with an eventual reimbursement, some students are unable to afford to participate in the program. Four states—Colorado, Indiana, New Jersey and Ohio—have addressed the issue of affordability by providing financial assistance to disadvantaged students (see appendix B). For example, Colorado school districts pay tuition in PSEO programs for any student who is eligible for free or reduced-cost lunch. New Jersey requires its PSEO programs to ensure that no student who is academically eligible be excluded because of inability to pay.

Institutional Accountability

Seven states—Arkansas, Florida, Georgia, Illinois, Indiana, Iowa and Michigan—require some form of state-level accountability for either the high schools or postsecondary institutions (see appendix C). In 1999, the Arkansas state legislature requested that the Arkansas Higher Education Coordinating Board, in consultation with the state Board of Education and the state Board of Workforce Education and Career Opportunities, develop additional accountability standards for concurrent enrollment programs. The Higher Education Coordinating Board responded by creating a revised policy comprised of 10 provisions that clarify the terms and conditions under which the Department of Higher Education recognizes course credits awarded to high school students for enrollment and funding purposes.

For a high school to be accredited under Michigan law, however, the school board must submit an annual education report that includes the:

- Number and percentage of students participating in the dual enrollment program;
- Number of college-level equivalent courses¹ offered to pupils;
- Number and percentage of pupils enrolled in the school who were enrolled in at least one college-level equivalent course during the preceding school year, disaggregated by grade level;
- Number and percentage of pupils who took a college-level equivalent credit examination; and

As with other programs designed to ease the high school to college transition, access for all students to PSEO programs is often a concern.

- Number and percentage of pupils who achieved a score on a college-level equivalent credit examination that is at or above the level recommended by the testing service for college credit.

In addition, intermediate school districts must collect similar information in addition to the total dollars spent for students who are involved in postsecondary enrollment and submit a report to the state department of education. This data is compiled and presented each year to the Michigan Senate Fiscal Agency, the Michigan House Fiscal Agency and the Michigan Department of Management and Budget.

Additional Policies

States also have addressed other issues with respect to PSEO programs, including counseling or providing information about the program, transportation to and from the institutions in which the student is enrolled, and students who attend non-public or home schools (see appendix C). Currently, 12 states—Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Ohio, Oklahoma and Washington—require high schools or districts to inform students about PSEO programs.

- Colorado school districts must notify all students and their parents of dual enrollment opportunities and allow them enough time to consider the option.
- In Florida, superintendents of schools and community college presidents must develop and implement comprehensive articulation agreements that include, among other things, a process by which high school students and their parents are informed about opportunities to participate in PSEO programs.
- Georgia school systems must provide general information to all eligible students about its PSEO programs.
- Idaho school districts are required to provide general information about the programs to all pupils in grades 10 and 11.
- Indiana schools must inform all sophomores and juniors about the PSEO programs.

Currently, 12 states require high schools or districts to inform students about PSEO programs.

Florida, Georgia, Idaho, Indiana, Michigan and Minnesota require districts, schools or postsecondary institutions to provide counseling services for students who enroll in PSEO programs.

- Florida requires its community colleges to provide admissions counseling to all students who enroll in college courses.
- As part of the counseling services required by state law, schools systems in Georgia and Idaho must inform students and their parents about the possible consequences of enrolling in a postsecondary institution. Included, among other things, are information about which courses are eligible for participation, the process for earning academic credit, financial arrangements, and the consequences of failing or not completing a course.
- In Indiana, a representative from the school must meet with each student who intends to enroll in the PSEO program and discuss the:
 - Student's eligibility to participate;
 - Available courses;
 - Postsecondary credit the student will earn;
 - Consequences of failing a course;
 - Student's schedule;
 - Financial obligations of the student and the school; and
 - Responsibilities of the student, parent and school under the program.
- Minnesota provides counseling services through the school or school district before students enroll in a PSEO program.

Eleven states have laws that specifically address the issue of transporting students to the universities in which they are dually enrolled.

Eleven states have laws that specifically address the issue of transporting students to the universities in which they are dually enrolled (see appendices C and G). Six of these states—Colorado, Kansas, Michigan, Mississippi, North Dakota and Washington—specify that the district and the state are not responsible for providing transportation for students enrolled in PSEO programs. Three states—Minnesota, Ohio and Wisconsin—allow parents to apply to the district or the state for reimbursement for the transportation expenses; those decisions are based on financial need. Florida leaves to the superintendents of the

school districts and the community college presidents the decision to determine whether transportation will be provided.

Since home-schooled students and students enrolled in private schools are not associated with public schools, they sometimes create challenging policy questions during establishment and governing of PSEO programs. To address this issue, six states—Florida, Massachusetts, Minnesota, Mississippi, Ohio and Oklahoma—have provisions that allow students from one or both of these groups to enroll in PSEO programs (see appendix C). Massachusetts, for example, includes non-public students in its statute to encourage these students to enroll in public institutions of higher education. Minnesota classifies home-schooled and non-public school students as “alternative pupils” and requires them to register with the commissioner of children, families, and learning (the state’s education agency) before they can participate in the program. Finally, Ohio allows non-public school students to participate in PSEO programs only if the student provides specified, detailed information to the state department of education, including the student’s proposed participation, the semesters and years in which the student intends to enroll, and the percentage of the school day the student expects to be enrolled in college classes.

Most legislation deals with fine-tuning existing state-level programs.

The Legislative Future of PSEO Programs

In the 1999 and 2000 legislative sessions, 16 states introduced legislation concerning PSEO programs. Three of those states—Alabama, Maryland and Oregon—currently do not have statutes that address the issue and are either implementing new programs or referring the issue to study committees or task forces. This suggests that, although these three states are examining PSEO programs at the state level for the first time, most legislation deals with fine-tuning the state-level programs that already are in place and focuses on creating more accountable, consistent and supportive postsecondary enrollment option arrangements between high school and postsecondary institutions.

- A Senate bill in Iowa proposes that schools annually publish and submit to parents information about postsecondary enrollment options programs, availability and student requirements. Additional legislation also states that students must be in the top one-third of their class. If students choose to participate in one of the programs, authorized courses are those related to mathematics, English/language arts, vocational-technical education, and science.

- Minnesota is proposing notification guidelines. The legislation would require students to notify their school district of their intention to enroll in a PSEO program within a specified time period.
- Texas currently is proposing tuition and test fee waivers for high school students who are concurrently enrolled in junior college classes and for those students who are entering a PSEO program.

During the 2001 session, six states have introduced measures associated with PSEO programs.

During the 2001 session, six states—Alabama, Florida, Maryland, Mississippi, Texas and Utah— have introduced measures associated with PSEO programs. Alabama, for instance, is considering creating a dual enrollment program. If it passes, Alabama Senate Bill 61 will establish the Alabama High School and Higher Education Cooperative Enrollment Program, which will allow public high school students to enroll in college-level courses at public two-year colleges and four-year universities and to dually earn credit for a high school diploma and/or a two-year or four-year degree. Mississippi, however, considered refining its current statute. Although it died in committee, House Bill 1114 attempted to decrease the minimum ACT score required for students to be eligible to participate in a community college's dual enrollment program.

State experience indicates that PSEO programs continue to be a widely used method in the United States to more adequately align the K-12 and higher education systems and to ease the transition from high school to college. These programs provide an effective method for better preparing students for college by presenting more academic challenges and clearer expectations and by offering alternative course options to students.

Appendix A. Eligibility, Structure and Program Guidelines					
State	State law specifies which students are eligible	State law requires a particular test to determine whether a student is eligible	State law specifies the parameters in which the student may receive credit	State law determines status of student	State law specifies where and how classes are taught, including teacher requirements
Arizona			Ariz. Rev. Stat. §15-701.01		
Arkansas	Ark. Stat. Ann. §6-18-223 Ark. Stat. Ann. §6-60-202		Ark. Stat. Ann. §6-18-223 Ark. Stat. Ann. SCR20		Ark. Stat. Ann. SCR20
California	Cal. Code §48800		Cal. Code §48800		
Colorado	Colo. Rev. Stat. §22-34-101 Colo. Rev. Stat. §22-35-104		Colo. Rev. Stat. §22-35-104 Colo. Rev. Stat. §22-35-105	Colo. Rev. Stat. §22-34-101 Colo. Rev. Stat. §22-35-105 Colo. Rev. Stat. §22-35-107	Colo. Rev. Stat. §22-34-101 Colo. Rev. Stat. §22-35-104
Connecticut			Conn. Gen. State. §10-221a		
Florida	Fla. Stat. §240.116 Fla. Stat. §240.1161	Fla. Stat. §236.081 Fla. Stat. §240.116 Fla. Stat. §240.117 (Common Placement Exam)	Fla. Stat. §232.2462 Fla. Stat. §240.116 Fla. Stat. §240.1161 Fla. Stat. §240.1163	Fla. Stat. §236.081 Fla. Stat. §240.35	Fla. Stat. §240.116 Fla. Stat. §240.1161 Fla. Stat. §240.1163
Georgia	Ga. Code §20-2-161.1		Ga. Code §20-2-161.1		Ga. Code §20-2-161.1
Hawaii	Hawaii Rev. Stat. §302A-401 Hawaii Rev. Stat. §304-67.5	Hawaii Rev. Stat. §302A-401 Hawaii Rev. Stat. §304-67.5	Hawaii Rev. Stat. §302A-401 Hawaii Rev. Stat. §304-67.5		
Idaho	Idaho Code §33-5103 Idaho Code §33-5106		Idaho Code §33-203 Idaho Code §33-5106 Idaho Code §33-5109		Idaho Code §33-5108 Idaho Code §33-5109
Indiana	Ind. Code §20-10.1-15-4 Ind. Code §20-10.1-15-10		Ind. Code §20-10.1-15-4 Ind. Code §20-10.1-15-12 Ind. Code §20-10.1-15-13	Ind. Code §20-10.1-15-4 Ind. Code §20-10.1-15-11	

Appendix A. Eligibility, Structure and Program Guidelines (continued)

State	State law specifies which students are eligible	State law requires a particular test to determine whether a student is eligible	State law specifies the parameters in which the student may receive credit	State law determines status of student	State law specifies where and how classes are taught, including teacher requirements
Iowa	Iowa Code §261C.2 Iowa Code §261C.3 Iowa Code §261C.5		Iowa Code §261C.5	Iowa Code §257.6 Iowa Code §261C.3	Iowa Code §261C.4
Kansas	Kan. Stat. Ann. §72-11a03		Kan. Stat. Ann. §72-11a04 Kan. Stat. Ann. §72-11a05		
Maine	Me. Rev. Stat. Ann. Tit. 20-A §4772 Me. Rev. Stat. Ann. Tit. 20-A §4772-A		Me. Rev. Stat. Ann. Tit. 20-A §4774		
Massachusetts	Mass. Gen. Laws Ann. Ch.15A §39		Mass. Gen. Laws Ann. Ch.15A §39		
Michigan	Mich. Comp. Laws §380.1279 Mich. Comp. Laws §388.1704 Mich. Comp. Laws §388.513 Mich. Comp. Laws §388.514 Mich. Comp. Laws §388.519	Mich. Comp. Laws §388.519 Mich. Comp. Laws §380.1279f (state assessment as specified in Mich. Comp. Laws §380.1279) Mich. Comp. Laws §388.1704a (state assessment as specified in Mich. Comp. Laws §380.1279)	Mich. Comp. Laws §380.1473 Mich. Comp. Laws §388.513 Mich. Comp. Laws §388.514 Mich. Comp. Laws §388.517	Mich. Comp. Laws §388.514 Mich. Comp. Laws §388.1606	Mich. Comp. Laws §380.1473
Minnesota	Minn. Stat. §124D.09		Minn. Stat. §124D.09 Minn. Stat. §135A.101	Minn. Stat. §124D.09 Minn. Stat. §126C.05	Minn. Stat. §124D.09
Mississippi	Miss. Code Ann. §37-29-1	Miss. Code Ann. §37-29-1 (ACT or SAT)	Miss. Code Ann. §37-29-1	Miss. Code Ann. §37-29-1	
Missouri	Mo. Rev. Stat. §167.223		Mo. Rev. Stat. §167.223	Mo. Rev. Stat. §167.223	Mo. Rev. Stat. §167.223

Appendix A. Eligibility, Structure and Program Guidelines (continued)

State	State law specifies which students are eligible	State law requires a particular test to determine whether a student is eligible	State law specifies the parameters in which the student may receive credit	State law determines status of student	State law specifies where and how classes are taught, including teacher requirements
Nevada	Nev. Rev. Stat. §389.160		Nev. Rev. Stat. §389.160		
New Jersey			N.J. Rev. Stat. §18A:61C-11		N.J. Rev. Stat. §18A:61C-1 N.J. Rev. Stat. §18A:61C-4 N.J. Rev. Stat. §18A:61C-7
New Mexico			N.M. Stat. Ann. §21-13-19	N.M. Stat. Ann. §21-13-19	
North Dakota	N.D. Cent. Code §15.1-25-01 N.D. Cent. Code §15.1-25-02		N.D. Cent. Code §15.1-25-01 N.D. Cent. Code §15.1-25-02	N.D. Cent. Code §15.1-25-05	
Ohio	Ohio Rev. Code Ann. §3365.02 Ohio Rev. Code Ann. §3365.03 Ohio Rev. Code Ann. §3365.06 Ohio Rev. Code Ann. §3365.10		Ohio Rev. Code Ann. §3365.02 Ohio Rev. Code Ann. §3365.03 Ohio Rev. Code Ann. §3365.05 Ohio Rev. Code Ann. §3365.06	Ohio Rev. Code Ann. §3365.02 Ohio Rev. Code Ann. §3365.07	
Oklahoma	Okla. Stat. Tit. §70-628.13				
South Dakota	S.D. Codified Laws Ann. §13-28-37		S.D. Codified Laws Ann. §13-28-37		S.D. Codified Laws Ann. §13-28-37
Texas	Tex. Educ. Code Ann. §130.008		Tex. Educ. Code Ann. §130.008	Tex. Educ. Code Ann. §130.008	
Utah	Utah Code Ann. §53A-15-101		Utah Code Ann. §53A-15-101		Utah Code Ann. §53A-15-101
Virginia			Va. Code §23-7.4:2		

Appendix A. Eligibility, Structure and Program Guidelines (continued)

State	State law specifies which students are eligible	State law requires a particular test to determine whether a student is eligible	State law specifies the parameters in which the student may receive credit	State law determines status of student	State law specifies where and how classes are taught, including teacher requirements
Washington	Wash. Rev. Code §28A.600.310		Wash. Rev. Code §28A.600.330 Wash. Rev. Code §28A.600.350 Wash. Rev. Code §28A.600.360 Wash. Rev. Code §28A.600.370 Wash. Rev. Code §28A.600.385		
Wisconsin	Wis. Stat. §118.55(2)(a)		Wis. Stat. §118.55(2)(a) Wis. Stat. §118.55 (3)(b) Wis. Stat. §118.55 (4)(c) Wis. Stat. §118.55 (4)(d)		
Wyoming	Wyo. Stat. §21-20-201		Wyo. Stat. §21-20-201	Wyo. Stat. §21-20-201	Wyo. Stat. §21-20-201

Appendix B. Funding and Financial Aid

State	State law specifies who pays for the courses	State law includes provisions for financial incentives for students to successfully complete courses	State law provides financial assistance for disadvantaged students
Arkansas	Ark. Stat. Ann. SCR20		
Colorado	Colo. Rev. Stat. §22-34-101 Colo. Rev. Stat. §22-35-102 Colo. Rev. Stat. §22-35-104 Colo. Rev. Stat. §22-35-105	Colo. Rev. Stat. §22-35-102 Colo. Rev. Stat. §22-35-105	Colo. Rev. Stat. §22-35-105
Florida	Fla. Stat. §236.081 Fla. Stat. §240.116 Fla. Stat. §240.1161 Fla. Stat. §240.1163 Fla. Stat. §240.235 Fla. Stat. §240.35	Fla. Stat. §240.40202	
Georgia	Ga. Code §20-2-161.1		
Hawaii	Hawaii Rev. Stat. §302A-401		
Idaho	Idaho Code §33-5110		
Indiana	Ind. Code §20-10.1-15-16		Ind. Code §20-10.1-15-10
Iowa	Iowa Code §261C.6 Iowa Code §261C.8 Iowa Code §261C.9	Iowa Code §261C.8	
Kansas	Kan. Stat. Ann. §72-11a04 Kan. Stat. Ann. §72-11a05		
Maine	Me. Rev. Stat. Ann. Tit. 20-A §4772 Me. Rev. Stat. Ann. Tit. 20-A §4775		
Michigan	Mich. Comp. Laws §388.514 Mich. Comp. Laws §388.518 Mich. Comp. Laws §388.1621b		
Minnesota	Minn. Stat. §124D.09 Minn. Stat. §135A.031		
Mississippi	Miss. Code Ann. §37-29-1		
Missouri	Mo. Rev. Stat. §167.223		

Appendix B. Funding and Financial Aid (continued)			
State	State law specifies who pays for the courses	State law includes provisions for financial incentives for students to successfully complete courses	State law provides financial assistance for disadvantaged students
New Jersey			N.J.Rev. Stat. §18A:61C-6
New Mexico	N.M. Stat. Ann. §21-13-19B		
North Dakota	N.D. Cent. Code §15.1-25-03 N.D. Cent. Code §15.1-25-05		
Ohio	Ohio Rev. Code Ann. §3365.03 Ohio Rev. Code Ann. §3365.07 Ohio Rev. Code Ann. §3365.08 Ohio Rev. Code Ann. §3365.10 (nonpublic)		Ohio Rev. Code Ann. §3365.08
South Dakota	S.D. Codified Laws Ann. §13-28-37		
Texas	Tex. Code Educ Ann. §130.008		
Utah	Utah Code Ann. §53A-15-101		
Washington	Wash. Rev. Code §28A.600.310 Wash. Rev. Code §28A.600.370 Wash. Rev. Code §28A.600.385		
Wisconsin	Wis. Stat. §118.55(5) Wis. Stat. §118.55(6)		
Wyoming	Wyo. Stat. §21-20-201		

Appendix C. Institutional Accountability and Additional Policies

State	State law includes provisions for accountability for secondary and/or postsecondary schools	State law requires counseling or information sharing in the schools	State law includes provisions regarding student transportation	State law includes provisions regarding home-schooled students and nonpublic school students
Arkansas	Ark. Stat. Ann. SCR20			
Colorado		Colo. Rev. Stat. §22-35-104 Colo. Rev. Stat. §22-35-109	Colo. Rev. Stat. §22-35-106	
Florida	Fla. Stat. §240.1161	Fla. Stat. §240.1161 Fla. Stat. §240.321	Fla. Stat. §236.083 Fla. Stat. §240.1161	Fla. Stat. §240.116
Georgia	Ga. Code §20-2-161.1	Ga. Code §20-2-161.1		
Idaho		Idaho Code §33-5104 Idaho Code §33-5105		
Illinois	Ill. Rev. Stat. §10-21-4			
Indiana	Ind. Code §20-10.1-15-14 Ind. Code §20-10.1-15-15 Ind. Code §20-10.1-15-17	Ind. Code §20-10.1-15-5 Ind. Code §20-10.1-15-7 Ind. Code §20-10.1-15-10		
Iowa	Iowa Code §261C.4	Iowa Code §261C.4		
Kansas			Kan. Stat. Ann. §72-11a05	
Maine		Me. Rev. Stat. Ann. Tit.20-A §4773		
Massachusetts				Mass. Gen. Laws Ann. Ch.15A §39
Michigan	Mich. Comp. Laws §380.1204a Mich. Comp. Laws §388.521	Mich. Comp. Laws §380.1472 Mich. Comp. Laws §388.514 Mich. Comp. Laws §388.519 Mich. Comp. Laws §388.520	Mich. Comp. Laws §388.1621b Mich. Comp. Laws §388.514	
Minnesota		Minn. Stat. §124D.09	Minn. Stat. §124D.09 Minn. Stat. §123B.36 Minn. Stat. §123B.88	Minn. Stat. §124D.09

Appendix C. Institutional Accountability and Additional Policies (continued)

State	State law includes provisions for accountability for secondary and/or postsecondary schools	State law requires counseling or information sharing in the schools	State law includes provisions regarding student transportation	State law includes provisions regarding home-schooled students and nonpublic school students
Mississippi			Miss. Code Ann. §37-29-1	Miss. Code Ann. §37-29-1
North Dakota			N.D. Cent. Code §15.1-25-04	
Ohio		Ohio Rev. Code Ann. §3365.02 Ohio Rev. Code Ann. §3365.021	Ohio Rev. Code Ann. §3365.08	Ohio Rev. Code Ann. §3365.10
Oklahoma		Okla. Stat. Tit. §70-628.13		Okla. Stat. Tit. §70-628.13
Washington		Wash. Rev. Code §28A.300.118	Wash. Rev. Code §28A.600.380	
Wisconsin			Wis. Stat. §118.55(7g)	
Wyoming			Wyo. Stat. §21-20-201	

Appendix D. Participation in PSEO Programs

State	Public School Students	Non-Public School Students	Home-Schooled Students	Comments
Arkansas	✓	✓		
California	✓			
Colorado	✓			
Florida	✓	✓	✓	
Georgia	✓			
Hawaii	✓			
Idaho	✓			
Indiana	✓			
Iowa	✓	✓		
Kansas	✓			
Maine	✓			
Massachusetts	✓	✓		
Michigan	✓			
Minnesota	✓	✓	✓	Must register with the commissioner of children, families, and learning before participating in the PSEO program.
Mississippi	✓		✓	Must submit a written recommendation.
Missouri	✓			
Nevada	✓			
New Mexico	✓			
North Dakota	✓	✓		
Ohio	✓	✓	✓	
Oklahoma	✓			

Appendix D. Participation in PSEO Programs (continued)

State	Public School Students	Non-Public School Students	Home-Schooled Students	Comments
South Dakota	✓			
Texas	✓			
Utah	✓			
Washington	✓			
Wisconsin	✓			
Wyoming	✓			
Source: NCSL Education Program, 2001.				

Appendix E. Application of Course Credit

State	Student Earns High School Credit	Student Earns College Credit	Credit Counts Toward a High School Diploma	Other
Arizona				State law indicates that one-half Carnegie Unit equals three semester hours of college credit.
Arkansas	✓	✓	✓	
California				Academic credit to be granted for coursework is determined by school districts and community college boards.
Colorado	Determined by the school district.		✓	Academic credit to be granted for coursework is determined through an agreement between the district and the postsecondary institution.
Connecticut			✓	State law indicates that one-half Carnegie Unit equals three semester hours of college credit.
Florida	✓	✓	✓	
Georgia	✓	✓	✓	
Hawaii		✓	✓	
Idaho			✓	A student may earn high school credit, college credit or both, but must designate the type of credit upon enrollment. In addition, state law indicates that four semester college credits equals at least one full year of high school credit.
Indiana	✓	✓	✓	Upon entering college, if a student enrolls in the university in which he or she earned dual credit, the university must award college credit. If the students enrolls in a different university, the university decides whether to award credit.
Iowa	✓	✓	✓	

Appendix E. Application of Course Credit (continued)				
State	Student Earns High School Credit	Student Earns College Credit	Credit Counts Toward a High School Diploma	Other
Kansas			✓	The determination of which credit shall qualify as college credit and which may qualify for high school and college credit is based upon an agreement between the board of education and any eligible postsecondary institution.
Maine		✓		Each school determines whether a student receives high school credit. Postsecondary credit must count toward college graduation requirements.
Massachusetts	✓	✓		
Michigan			✓	A student may earn high school credit, college credit or both, but must designate the type of credit upon enrollment.
Minnesota	✓		✓	A student may earn high school credit or college credit, but must designate the type of credit upon enrollment. Upon entering college, if a student enrolls in the university in which he or she earned dual credit, the university must award college credit. If the student enrolls in a different university, the university decides whether to award credit.
Mississippi		✓		
Missouri	✓	✓		
New Jersey	✓	✓		
New Mexico	✓			
Nevada			✓	Board of Trustees of each school district decides which credits may be received.

Appendix E. Application of Course Credit (continued)

State	Student Earns High School Credit	Student Earns College Credit	Credit Counts Toward a High School Diploma	Other
North Dakota	✓	✓		State law indicates that one full semester high school course equals three semester hours of college credit.
Ohio	✓	✓	✓	Upon enrolling, a student must designate the type of credit for each course—college only or high school and college.
South Dakota	✓	✓	✓	
Texas	✓	✓		
Utah	✓	✓	✓	
Virginia	✓	✓		
Washington	✓	✓	Determined by the school board.	Local school boards determine which type of credit is awarded.
Wisconsin			Determined by the school board.	Upon enrolling, the student must determine whether he or she will be taking the course for high school or college credit.
Wyoming	✓	✓	✓	

Source: NCSL Education Program, 2001.

Appendix F. Who Pays Tuition for PSEO Courses?

State	State-Paid	School District	Student	Other
Arkansas			✓	
Colorado		✓ ¹		
Florida	✓			
Georgia	✓			
Hawaii			✓	
Idaho		✓ ²		
Indiana				✓ ³
Iowa		✓		
Kansas			✓	
Maine	✓			
Michigan		✓		
Minnesota	✓			
Mississippi			✓	
Missouri				✓ ⁴
New Mexico		✓		
North Dakota			✓	
Ohio	✓			
South Dakota		✓ ⁵		
Texas	✓			
Utah	✓			
Washington		✓		
Wisconsin		✓		
Wyoming		✓		

Source: NCSL Education Program, 2001

Appendix F. Who Pays Tuition for PSEO Courses? (continued)

Notes

1. Colorado maintains a reimbursement plan in which students initially pay for the cost of the tuition; upon successful completion of the course(s), the school district reimburses the student the full amount.

2. Idaho school districts may make payments or partial payments to the postsecondary institutions as long as the student earned both high school and college credit and the student did not withdraw during the first 14 days of the course.

3. Indiana colleges and universities may, at their discretion, waive all or part of the tuition costs for PSEO courses. If the postsecondary institution does not waive the tuition, the high school student is responsible for payment. In addition, Indiana established the postsecondary enrollment program fund to provide financial assistance to students who participate in the program.

4. In Missouri, either the school district or the pupil is responsible for the cost of tuition, depending on the agreement reached between the school district and the postsecondary institution.

5. School districts in South Dakota may pay all or part of the tuition. However, the student is responsible for paying any other costs associated with enrollment in a PSEO program.

Appendix G. Transportation Laws

State	Absolves Transportation Responsibility	Provides Transportation	Other
Colorado	✓		
Florida			Depends upon agreement between superintendents and community college presidents.
Kansas	✓		
Michigan	✓		
Minnesota			Parents may apply to the district for reimbursement for transportation costs. The state provides aid to the district for families at or below the poverty level.
Mississippi	✓		
North Dakota	✓		
Ohio			Parents may apply for reimbursement for transportation costs, and the district will determine eligibility based on financial need and other factors.
Washington	✓		
Wisconsin			Parents may apply to the state superintendent for reimbursement if the parents are unable to afford the cost of transportation.
Wyoming		The district may provide transportation if the distance from the high school to the postsecondary institution is reasonable.	

Source: NCSL Education Program, 2001

Notes

1. A college-level equivalent course (CLEC) is a course offered in high school—for which a student receives high school credit and for which the student also may receive college credit—if the student successfully passes a college-level equivalent credit examination.

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In February 2001, NCSL conducted a search of bills and statutes using Lexis-Nexis. Although we believe we have thoroughly summarized state activity, it is possible that we may have inadvertently omitted information. If readers are aware of legislative activity that is not included in this summary, please inform us, so the information can be included in future updates.

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ANALYSIS OF STATE ACTIONS ON IMPORTANT ISSUES



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